**K-5 Math Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | | **Grade: 1st grade** | | | **Date(s)**: Day 4 (Mon 8/31) |
| **Unit Title: Counting to 120** | | | | **Corresponding Unit Task: Lesson prior to Task 1** | | |
| * **Essential Question(s):** * How can I read numbers up to 120? * How can I write numbers up to 120? * How can I count to 120, starting at any number less than 120? * How can I show an amount of objects with a written number? * How can I use ones to make a ten? * How can I bundle ten ones to make one ten? * How can I make a number greater than ten using tens and ones? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * PowerPoint * Projector * Gaggle * Colored numbered cards 1-120 * Vocab cards * 10’s frame/counters * Subitizing cards * 120’s board puzzles * 10 frames memory cards * Unifix cubes | | **Student:**   * Blank 120 chart * Copies of 120’s chart * Vertical and horizontal number lines * 10’s frames/counters * Dice * Recording log for 120 board puzzles | | | counting on  tens  ones  bundle  one-digit number  two-digit number  left-overs  singles  group  digit  \*\*Subitizing - the ability to recognize dot arrangements in different patterns. | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** [1.NBT.1](file:///C:\Users\carterc6\AppData\Roaming\Microsoft\Word\1.NBT.1.doc)  *Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.*  (Correlates to NCSCOS Math Objective 1.01c) | | | | | |
| **I Can Statement(s):**   * I can read numbers up to 120 * I can write numbers up to 120 * I count to 120, starting at any number less than 120 * I can show an amount of objects with a written number * I can bundle ten ones to make one ten * I can make a number greater than ten using tens and ones | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Gaggle Video: “The Big Numbers Song” 3:12 mins.  Students will count by 10’s while giving “high-tens” in a circle. | | | | | |
| **Teacher Directed:**   * Review the 120 board on the projector/Remind students that in first grade they will learn all numbers on the chart and be able to count to 120. * Teacher will point to each number and students will count chorally to 120. Remind students of the patterns on the board we noticed from yesterday. * Next, teacher will point to any given number, have students name the number, and then count on from that number. Repeat with several different starting places. * Review subitizing cards   Introduce counting 2 or more ten frames and their leftovers. Identify complete 10 frames as a “bundle”. Define “bundle” as a group of ten. Define singles as ones not in a group. Show examples of ‘bundling’ on PowerPoint. | | | | | |
| **Guided Practice:** Using table groups give each group 6 ten frame mats and unifix cubes. Teacher will call out given numbers from 11-60, students will learn to count out ten on their mat then bundle them by connecting sets of 10. Ask: How many bundles do you have? How many leftovers are there? Teacher will explain that bundles are tens, and leftovers are ones, and demonstrate how to count the cubes by tens and ones. Teacher will record number on board explaining the different digits of the numbers. | | | | | |
| **Independent Practice: Center activities: (Rotate to 2 centers)**  1. 120’s board puzzle bags w/recording log  2. Cover 120’s board/partner work – roll die, count and cover correct number of squares. First to cover card wins.  3. Put number cards in order from 1-120. Can use 120’s board, if needed.  4. Memory game with ten frames | | | | | |
| **Closing/Summarizing Strategy:** Play “around the world” game with subitizing cards. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Number cards for center activities will be color coded:  Green – numbers 1-20  Yellow – numbers 21-80  Blue numbers 81-120 | | | Use number line or 120’s chart when completing center activity | | | Provide vertical number lines and 120’s chart for center activity.  Partner ESL students in centers with students working at/above grade level |
| **Assessment(s):** Teacher observation from 10 frames activity, centers, and around the world game. | | | | | | |
| **Teacher Reflection:** (Next steps?)  What went well?  Who had trouble with numbers?  Who seems to have mastered numbers already? | | | | | | |